

**Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013
Course Syllabus**

**CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms**

Instructor Information

Instructor: Andrew Fletcher
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Office Hours: By Appointment

Course Logistics

Course Reference Number (CRN): 23208
Day: Thursdays
Time: 7:00 to 9:00 P.M.
Dates: September 12th to December 19th, 2013
Location: Leon Lowenstein Building, Room _____
Emergency Closing Information: 1-800-280-SNOW
On-line Site: _____

Course Basics:

Description

This course focuses on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing as well as application in models for the instruction and assessment of reading and writing in young children. The course includes contemporary as well as historic approaches to the relationship between meaning-based literacy activities as well as word-level reading and spelling. It also includes material on classroom-based intervention for young children at risk for reading failure because of learning differences.

Please note that CTGE 5534 has a field component and requires access to ongoing work with students and classrooms.

Objectives

The objectives of this course reflect the Fordham Graduate School of Education's **conceptual framework**, including **diversity, scholarship, community, reflection, technology, and social justice**. The course will assist teacher candidates in developing the knowledge, skills, and dispositions necessary to demonstrate:

- knowledge of the linguistic structure of the English language and skill in applying this knowledge in teaching reading (**diversity and social justice**),
- knowledge of the development of oral language, emergent literacy, and beginning reading and writing (**diversity and social justice**),
- knowledge of approaches for teaching children with different strengths and weaknesses in oral and written language (**diversity, reflection, and social justice**),
- the ability to carry out shared reading lessons (**reflection and community**),
- the ability to create, modify, and utilize curriculum based on knowledge of children's literature representing a variety of genres, reading levels, and cultures for teaching emergent literacy and beginning reading (**social justice, diversity, and reflection**), and
- knowledge of formal and informal techniques for assessing the progress of emergent literacy and beginning reading and writing (**scholarship, reflection, social justice, and diversity**).

Readings

Required Text (This is available at the Lincoln Center Bookstore or elsewhere.):

Cecil, N. L. (2011). *Striking a balance: A comprehensive approach to early literacy* (4th ed.). Scottsdale, AZ: Holcomb Hathaway. (ISBN 978-1-934432-1-43)

Recommended Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other – Articles, Chapters, etc.:

All of the readings listed in the daily schedule, other than from the required text, will be made available at the course on-line site.

Assessment - General Information

Your grade will be based on 100 possible points to be earned throughout the term. Grades are based on fulfillment of the assessments listed below. Additional information for these (other than "Attendance, Participation, and Professionalism") will be provided, over and above what is contained in this syllabus. Grades will be calculated on the following point scale: A = 94 to 100, A- = 90 to 93, B+ = 86 to 89, B = 83 to 85, B- = 80 to 82, C+ = 75 to 79, C = 70 to 74, and F = 0 to 69.

Assessment - Specifics

Assignment/Task	Brief Description	Value
Attendance, Participation, and Professionalism	Please see “Information on...” below.	20 points
Response Blog	Keep an ongoing digital journal where you respond to class prompts, study questions, and course readings; record observations of classrooms and students; draft lesson plans, etc. You will also provide feedback to colleagues on their various responses. Each blog will be viewed/assessed at regular intervals throughout the course.	20 points
Instructional Experience #1	Plan a lesson for your focus student based on ongoing assessment (along with a group of students with similar strengths and needs), teach the lesson (videotape a portion of it), and reflect on the experience afterward. Submit the lesson plan along with a written reflection and then share it with colleagues. The lesson should involve instruction in oral language, emergent literacy, phonological/phonemic awareness, or phonics/word recognition.	15 points
Instructional Experience #2	Plan a lesson for your focus student based on ongoing assessment (along with a group of students with similar strengths and needs), teach the lesson (videotape a portion of it), and reflect on the experience afterward. Submit the lesson plan along with a written reflection and then share it with colleagues. The lesson should involve instruction in fluency, spelling, vocabulary, comprehension, or writing.	15 points
Digital Depiction of Teaching	In preparation for the edTPA (New York State’s new teaching certification process), submit the two video clips showing work with your student in connection with the course’s two instructional experiences.	10 points (5 points each)
Letter to the Parent/Guardian of an Emergent or Beginning Reader	Use various tools to assess your focus student’s literacy skills. Then make sense of and interpret the data culminating in a letter to the school/parent/guardian of the child. The letter may or may not be sent in actuality.	20 points

Information on Attendance, Participation, and Professionalism

All students are expected to attend each class session and to be present when it begins, to come prepared, and to participate productively in whole-class, small group, and individual activities (including note-taking and quizzes).

Productive participation is thoughtful and active participation, which includes being entirely prepared for each class with readings and any other tasks/assignments completed. This will allow each student to take part fully in discussions and activities. Students are expected to demonstrate professionalism in class as well.

Professional behavior includes stowing cell phones out of sight. This should not be an issue as text messaging or general browsing should not be occurring during class. Laptop computers, tablets, and similar electronic devices may be used but the instructor reserves the right to request a digital copy of notes taken/work done during a particular class meeting. If a student decides not to comply with this request, that student will not be able to use such devices in class from that point forward. Please refrain from browsing on the internet or checking e-mail while such devices are in use as these activities divert attention away from thoughtful and active participation. Professional behavior also includes refraining from outside conversation or undertakings, like preparing for other classes/activities.

In regards to missing class, three occurrences of tardiness are considered to equal one absence. A student will be considered late when she or he arrives more than five minutes past the start of class. Only one excused absence is permissible during any given term. If a student has more than one excused absence (or just one unexcused absence), completion of the course is left to the discretion of the instructor.

In the case of any absence (or lateness if possible), the student is expected to e-mail/call the instructor prior to class. Failure to do so in the case of an absence will result in that absence being termed "unexcused." The student will be held responsible for all assigned work, altered tasks/assessments, distributed materials, etc. Please check in with a classmate in order to determine what you missed during your absence. Because students will be responsible for the content of each class, students should be prepared to make up for what was missed and will need to see the instructor for the specifics of the make-up assignment.

A rubric is provided below which will be used to evaluate a student's attendance, participation, and professionalism. At the mid-point and conclusion of the term, students will be asked to evaluate their own performance in this area. The instructor will take these self-evaluations into consideration when determining the final grade for the category.

Rubric for Attendance, Participation, and Professionalism

Exceeds Standards	Meets Standards	Approaches Standards	Below Standards
Points: 18 to 20	Points: 15 to 17	Points: 12 to 14	Points: 0 to 11
<ul style="list-style-type: none"> • Exemplary classroom participation including meaningful and significant contribution. • Exemplary average on in-class quizzes/other work. • Student is consistently on time. • Student is consistently on task. • No absences. 	<ul style="list-style-type: none"> • Satisfactory/average classroom participation. • Satisfactory average on in-class quizzes/other work. • Student is usually on time. • Student is usually on task. • One excused absence. 	<ul style="list-style-type: none"> • Limited classroom participation. • Less than satisfactory average on in-class quizzes/other work. • Student is occasionally late to class. • Student is occasionally off task. • One excused absence. 	<ul style="list-style-type: none"> • Little or no classroom participation. • Low average on in-class quizzes/other work. • Student is frequently late to class. • Student is frequently off task. • One excused absence.

Other Course Information and Policies:**Communication, Student E-mail, and the On-line Course Site**

The instructor will notify students in class of any changes to this syllabus. This notification will also take place via e-mail. In addition, throughout the course, the instructor will send e-mails with various reminders and updates. Because of confidentiality and federal regulations, this communication can only occur through University e-mail. Students are thus required to regularly check Fordham e-mail and will be held responsible for all information sent. E-mails to the instructor will be returned within a day, except for rare instances.

All students are given Fordham University e-mail accounts upon admission. Student e-mail can be accessed through “my.fordham.edu”. If you need assistance with e-mail or need your username and/or password, please contact the University Help Desk at 718-817-3999. Your default password is the zip code of your permanent address combined with the last four digits of your social security number. You will be required to change this password after your initial login.

You will also need access to the on-line course site in order to view and download course materials. All announcements sent to the class via e-mail will be posted on this site as well. Once the site information is made available to you, contact the instructor for any access and/or other issues.

Submission of Work and APA Style

Another aspect of professionalism includes adhering to task/assessment due dates. Meeting deadlines is mandatory. You must hand in assessments in person and on paper (unless otherwise directed) with the corresponding rubric attached (if provided), and on time at the beginning of class. Late assessments may be accepted only at the discretion of the instructor and may receive a lower grade as a result.

Please use the American Psychological Association (APA) *Publication Manual* (Sixth Edition) as the standard for the mechanical elements of your writing (format, margins, font size, spacing, method of citing sources in the body of your paper as well as on your reference page(s), etc.). This means that all work must be typed, double-spaced, and written in 12-point type with no smaller than one-inch margins on all sides and half-inch margins for the header and footer. All work must be checked for spelling and grammar before submission. Work that contains grammatical errors, and/or is in non-standard form or style, will be returned ungraded; students will be able to re-work and re-submit the assignment, but it will be marked down for lateness. For assistance, an APA resource guide and a web site link for more information will be posted on the on-line course site. Note that the correct use of APA style in citing the work of others protects you from plagiarism. Graded work with feedback will be returned to students within a reasonable amount of time.

Professor's Policy on Grading

Schools of education tend to have an issue with grade inflation. Many students expect to and receive "A"s when they probably should not because some instructors may think that students should be rewarded this way since those students are becoming teachers and becoming a teacher can be a difficult process in and of itself. And of course we need more teachers and better teachers and no one wants to turn away someone interested in the profession. Perhaps some instructors do not want to make the process of becoming a teacher any more troublesome. But I do not feel this way. Our elementary and middle school students deserve the best possible educated and trained professionals and I see my job teaching as an adjunct as a part of the process helping to make that happen within the program I serve. In the end, just because you are interested in becoming a teacher does not mean that you should or are entitled to become one. It takes years of hard work and dedication to do that.

Simply stated, I will not just award a good grade to you because you come to class and submit your assignments on time. I take the policies stated within this syllabus quite seriously as well as all guidelines delineated for the various assessments. I expect all students taking this course to do the same.

You may be of a different opinion in this case. You may think that you are paying the University significant money to get your degree and as such you do not have to abide by certain regulations. I disagree with this notion. I too am a student at Fordham as well and want my degree from this institution to mean something. I too have made a commitment to my program and coursework. And none of it means anything if the awarding of deserving grades does not happen. I ask that you reflect on all of this in terms of your work in this class as well as your current/future work with students. Do you have or will you have low expectations for those students? Of course, you do not or will not. Why should I then not have the same high expectations for all of you?

Even with this, I will try to provide you with as much scaffolding and support as I can so that you will be as successful as possible in the course. In addition, I think we do have to remember that this is not undergraduate work. You are enrolled in a master's program, which is supposed to be challenging and rigorous. If it is not, then there is a problem. Please feel free to come and talk with me and/or e-mail about this if you would like to do so.

Professor's Policy on "Incompletes"

In the unusual circumstance that a student requests an incomplete, the student must do so in writing prior to the completion of the term. The instructor will inform that student of her/his decision about the granting of the incomplete by responding in writing in a timely manner. In the case that an incomplete is granted, the student must follow the University's academic calendar to complete the work in order to receive a grade.

University Policy on Accommodations

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disability that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule a meeting to speak with someone at the Office of Disability Services (Rose Hill - O'Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282).

University Policy on Plagiarism and Academic Honesty

Students are expected to maintain the highest standards with regard to honesty, effort, and performance. Discipline will be enforced if a student violates the University's Code of Conduct or the academic policies (Fordham University 2000 Bulletin, 43). *The work you hand in must be entirely the student's own and may not be recycled from any current or previous coursework.* Any sources must be specifically and carefully acknowledged. Any student who does not adhere to the standards of academic honesty and performs any act of plagiarism or any form of cheating, not citing a research source (internet research included), will result in automatic failure for the course and a possible future bar on registration for any other University course or other disciplinary action(s).